

## WEBBER ELEMENTARY

140 Webber School Rd.  
Eastover, S. C. 29223

**GRADES** K-5 Elementary School

**ENROLLMENT** 397 Students

**PRINCIPAL** Dorothy G. Ham 803-353-8771

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	14	67	50	3

#### IMPROVEMENT RATING:

#### GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Average	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Good	Yes

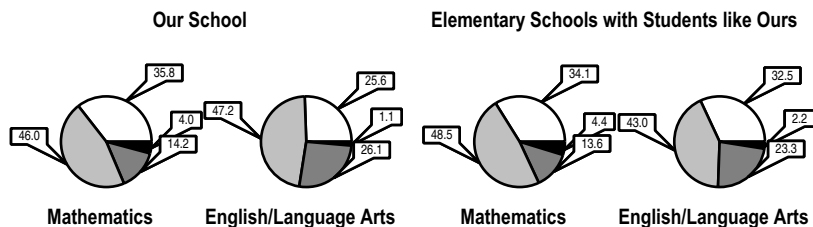
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	191	99.5	25.1	47.4	26.3	1.1	38.9	Yes	Yes
<b>Gender</b>									
Male	94	98.9	31.8	48.2	18.8	1.2	30.6		
Female	97	100.0	18.9	46.7	33.3	1.1	46.7		
<b>Racial/Ethnic Group</b>									
White	12	100.0	27.3	54.5	9.1	9.1	36.4	I/S	I/S
African-American	178	99.4	25.2	46.6	27.6	0.6	39.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	167	100.0	23.0	46.7	28.9	1.3	43.4		
Disabled	24	95.8	39.1	52.2	8.7	0.0	8.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	191	99.5	25.1	47.4	26.3	1.1	38.9		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	191	99.5	25.1	47.4	26.3	1.1	38.9		
<b>Socio-Economic Status</b>									
Subsidized meals	168	99.4	27.5	47.7	23.5	1.3	35.9	Yes	Yes
Full-pay meals	23	100.0	9.1	45.5	45.5	0.0	59.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	191	99.5	35.4	46.3	14.3	4.0	31.4	Yes	Yes
<b>Gender</b>									
Male	94	98.9	42.4	40.0	15.3	2.4	29.4		
Female	97	100.0	28.9	52.2	13.3	5.6	33.3		
<b>Racial/Ethnic Group</b>									
White	12	100.0	45.5	36.4	9.1	9.1	36.4	I/S	I/S
African-American	178	99.4	35.0	46.6	14.7	3.7	31.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	167	100.0	28.3	51.3	15.8	4.6	34.9		
Disabled	24	95.8	82.6	13.0	4.3	0.0	8.7	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	191	99.5	35.4	46.3	14.3	4.0	31.4		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	191	99.5	35.4	46.3	14.3	4.0	31.4		
<b>Socio-Economic Status</b>									
Subsidized meals	168	99.4	39.2	45.8	11.8	3.3	28.1	Yes	Yes
Full-pay meals	23	100.0	9.1	50.0	31.8	9.1	54.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	68	100.0	31.7	47.6	20.6	N/A	20.6
	<b>Grade 4</b>	72	98.6	44.6	40.0	15.4	N/A	15.4
	<b>Grade 5</b>	64	100.0	26.2	52.5	21.3	N/A	21.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	60	98.3	29.8	33.3	35.1	1.8	36.8
	<b>Grade 4</b>	68	100.0	35.8	43.3	19.4	1.5	20.9
	<b>Grade 5</b>	65	100.0	14.1	60.9	25.0	N/A	25.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	68	100.0	46.0	50.8	1.6	1.6	3.2
	<b>Grade 4</b>	72	100.0	20.0	55.4	12.3	12.3	24.6
	<b>Grade 5</b>	64	100.0	47.5	36.1	13.1	3.3	16.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	60	98.3	26.3	64.9	7.0	1.8	8.8
	<b>Grade 4</b>	68	100.0	43.3	32.8	19.4	4.5	23.9
	<b>Grade 5</b>	65	100.0	34.4	46.9	14.1	4.7	18.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 397)				
First graders who attended full-day kindergarten	89.5%	N/C	100.0%	100.0%
Retention rate	2.6%	Up from 1.4%	3.6%	2.7%
Attendance rate	99.1%	Up from 95.1%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.3%		7.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.7%		5.4%	3.5%
Eligible for gifted and talented	8.0%	Down from 8.2%	5.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.5%	Down from 6.3%	8.0%	8.2%
Older than usual for grade	0.8%	Down from 1.0%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.5%	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	46.9%	Up from 38.2%	49.5%	51.4%
Continuing contract teachers	62.5%	Down from 64.7%	80.9%	87.5%
Highly qualified teachers**	95.7%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	3.8%		3.2%	0.0%
Teachers returning from previous year	79.5%	Up from 74.7%	83.3%	86.7%
Teacher attendance rate	97.4%	Up from 95.9%	94.7%	94.9%
Average teacher salary	\$38,383	Down 1.1%	\$39,896	\$40,760
Prof. development days/teacher	17.1 days	Up from 7.9 days	13.4 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 15.8 to 1	17.2 to 1	18.9 to 1
Prime instructional time	95.8%	Up from 88.7%	89.1%	90.0%
Dollars spent per pupil*	\$6,475	Down 0.5%	\$6,855	\$6,044
Percent of expenditures for teacher salaries*	70.0%	Down from 73.1%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 64.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

As we continued to pursue excellence in teaching and learning, the 2002-2003 school year was challenging and exciting for the students, faculty and the staff of Webber Elementary School. We celebrated the achievements of our students in the areas of writing and research, math, science and the arts. The school is proud of this year's 4th grader who is a Duke University Academically Talented program participant. In our 5th grade Gifted and Talented class, 74% of the students tested for the MEGSSS program passed as gifted secondary math students. Again, this year there were 5th grade student winners in the USC Regional Science Fair. These outstanding accomplishments of our students are indicative of the commitment held by our staff to continuously improve in teaching and learning.

For the first time this year, Webber Elementary School received an Average rating in both the absolute and the improvement rating on our Annual School Report Card. This was an increase from below average for the previous year and we are one of only a few schools in the district that improved in both categories. While we are proud of the improvement, we are not satisfied and we will continue to implement programs focused on achieving excellence in teaching and learning.

We continued to make the most of our instructional day with 90-minute math blocks and more than 140 minutes of Reading/English Language Arts daily. Title I funds provided the school with the resources needed to fully implement these and other instructional strategies such as Accelerated Reader and Math, the new Successmaker lab, and the school-wide implementation of Everyday Math. Additionally, although the 21st Century grant for our after-school program ended, we were still able and committed to providing a quality after-school tutorial program for students in grades 3-5.

Our parents, PTA, SIC and our business partners, continue to be a source of unwavering support for school improvement at Webber Elementary School. International Paper, Inc. provided the funds to purchase considerable technology hardware for our classrooms in addition to their monthly mentoring of more than 30 students. We are grateful for their support.

I challenge each of you to take an active role in securing the future of our school and this community. As parents, your support is crucial. I invite you to stay visible, visit often and join us in the pursuit of academic excellence in both teaching and learning at your school, Webber Elementary.

Dorothy G. Ham  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	57	56
Percent satisfied with learning environment	83.9%	96.4%	85.5%
Percent satisfied with social and physical environment	84.8%	100.0%	83.9%
Percent satisfied with home-school relations	70.0%	91.1%	74.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.